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ἀκρόδρουν, καλιά, σέλινα, πέλος, κάρουν, βλαῦται, and the like; they are to be met with, but not frequently, and there is, as we all know, a limit to the power of acquiring a vocabulary. In general, the words dealing with farm life are very unlike those used by Xenophon and Homer.

Of the unclear and erroneous statements, I will give a few examples. On page 10 of *A First Course* is the following, regarding the comparison of adjectives: "If the vowel of the syllable before the stem-vowel is short, -ο of the stem becomes -ω". Immediately below, however, is cited -πικρός, πικρότερος, πικρότατος. On page 61 we read that the perfect subjunctive middle is formed "by combining the present with εἰμι, 'to be'". On page 67 the statement is made that "guttural and labial stems often aspirate the stem final perfect" (doubtless the author means the final consonant of the perfect stem). There are other statements in the same book which in my opinion could be made clearer, and, besides, there are many misprints which might mislead a beginner. The following are a few that I have noticed: *A First Course*, page 5, πότεν for ποθέν; 32, "ἔταν 'wherever'"; 47, δακρύος; 74, δεικνῶσι; 80, ἡδione (for ἡδιον); *A Greek Boy*, page 4, ὁρῶ, δ' τὸ . . .; 7, line 11, ἡμᾶς for ἡμεῖς; 24.9, πέδιον; 29.9, φίλος; 29.24, πονήρου; 32.15, πλῆγας; 32.16, ἐὰν . . . λέγεις.

Much of the above is adverse criticism, though, I think, justified. I have found, however, much in Dr. Rouse's suggestions that is valuable and worthy of adoption. The *viva voce* use of Greek in the class-room is a gain, both to enliven the recitation hour and to put into constant practice what the students are from day to day learning. A Greek Boy will prove interesting to the class, and, to my mind, Dr. Rouse has devised an order of presentation of the grammar that is the best in any set of beginners' books, because in the fewest lessons after the start it puts most Greek at the student's disposal, so that he can at the very first deal with interesting and sensible, not nonsensical, material.

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FRANK E. ROBBINS.

Teachers of Latin and Greek occasionally attempt to add a conversational flavor to their subjects by speaking to their classes in the dead tongue. One wonders if, outside their carefully prepared questions and answers, they could match some of the boys who astonished the meeting of the Association for the Reform of Latin Teaching recently held in Cambridge, England. What was seen there, according to the *London Daily News*, "has a significance which stultified the angry disputes ranging round modern or classical education". Thus:

When a youngster assumes the place of his Latin master at the desk, takes up Virgil, gives (in Latin) a brief resumé of the last lesson, and then (still in that language) conducts boys of his own age through the next lesson, while a congress of about

two hundred teachers watches him intently, and he shows little sign of nerves, then it must be said the advocates of the 'direct method' have made a good case. That has taken place here this week. That boy was not 'displayed', it must be understood. He was not precocious. He was merely a bright lad, whose place might have been taken by a number of the other boys present.—From the *Boston Weekly Transcript*, Oct. 17, 1913.

In a story called *Brother Copas* (1911, Scribner), A. T. Quiller-Couch introduces his translation of the *Pervigilium Veneris*, published separately in 1912. The translation is an excellent one, the rendering of the haunting refrain being particularly interesting, though not as smooth as the original: "Now learn ye to love who loved never—now ye who have loved, love anew!" (*Cras amet qui numquam amavit, quique amavit cras amet*). There are also a number of Latin phrases scattered through the book. But I wish rather to call attention to some words in the chapter in which Brother Copas is discovered at work on his translation by his little friend Corona, whom he has recently started in the study of Latin. The girl says: "I was thinking, if people are able to put into English all that was ever written in Latin, why don't they do it and save other people the trouble?" "Now I suppose", says Copas, "that in the United States of America—land of labour-saving appliances—that is just how it would strike everyone". He finally answers her question: "Because the more it was the same thing the more it would be different. There's only one way with Latin and Greek. You must let 'em penetrate: soak 'em into yourself, get 'em into your nature slowly, through the pores of the skin". "It sounds like sitting in a bath". "That's just it. It's a baptism first and a bath afterwards; but the more it's a bath, the more you remember it's a baptism". A little later we have a sample of Latin teaching—Copas leads Corona to translate word by word *cras amet qui numquam amavit*. Farther on, Copas elaborates his views on translation: "If by any chance we could, in English, find the right way to translate Homer, why should we waste it on translating him? We had a hundred times better be writing Epics of our own. It cannot be done. If it could, it ought not. The only way of getting at Homer is to soak oneself in him".

B. L. ULLMAN.

### THE CLASSICS ABROAD

The force of a tendency may often be measured by the force of the reaction against it. On this principle it is clear that the tendency away from the Classics as an element of liberal education has gained a powerful momentum in France. A letter from Paris in a recent issue of *The Nation* gives a vivid impres-

sion of the efforts now making to check the drift away from the old 'humanities'. Curiously enough, 'Young France' is in the forefront of the reaction. The young men feel with a special intensity that they, and their still younger brothers, will lose that which has given to French culture its individual quality unless something is done to counteract the influences of what The Nation correspondent calls "the revolutionary university programmes of 1902, in which Classics were cast into the sea of elective wreckage".

In England the report of the Oxford and Cambridge Schools Examination Board, which passes successful candidates into the Universities or gives them certificates of their general proficiency in school work, affords in its list of subjects offered for examination, and the number of candidates in each, some measure of the relative interest in the Classics and other studies. An English critic of the English educational system blames the ancient Universities—or "the dead hand of semi-ecclesiastical trusts and wholly ecclesiastical prejudices"—for preventing reforms. The Classics are still insisted upon; but a recent report of the Schools Examination Board shows not only a superiority in the number of candidates offering French, Mathematics, English, and History, but a more consistent increase in this number than in that of candidates presenting Greek and Latin. Commenting with figures the London Guardian says: "There seems to be a gradual, though not rapid, decline in the predominance of Latin and Greek".

Those who deplore and those who rejoice in the diminished study of the Classics in America may torment or comfort themselves with the reflection that, like the diminished purchasing power of money, it is a phenomenon confined to no single land.—From The Harvard Alumni Bulletin, October 15, 1913.

#### ROUND TABLE IN LATIN, ALBANY, NOVEMBER 29

On Saturday, November 29, at 10 o'clock, will be held A Round Table in Latin, in connection with the Twenty-Seventh Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland. The meeting-place for the Round Table will be Lecture Room 101, State Normal College, Main Building.

Mr. Franklin A. Dakin, of the Haverford School, Haverford, Pennsylvania, will open the Round Table by a paper on Ways in Which the Latin Reading of the High School Course may be brought into Vital Relation to the Life of to-day. The paper is to be discussed by Professor Charles L. Durham, Cornell University; Dr. Charles S. Estes, Erasmus Hall High School, Brooklyn; Dr. Susan B. Franklin, Ethical Culture School, New York City; Principal J. B. Hench, University School, Pittsburgh; Professor George D. Kellogg, Union College; and Mr. Jared W. Scudder, Albany Academy.

Professor Nelson G. McCrea, of Columbia University, will preside, and Professor Kellogg will represent The Classical Association of the Atlantic States.

#### THE NEW YORK LATIN CLUB

The first luncheon of The New York Latin Club for the year 1913-1914 was held at Columbia University, on Saturday, November 15. The attendance was very good. The luncheon was served within fifteen minutes of the advertised time, high noon. After luncheon the Club listened to a very interesting address by Professor J. R. S. Sterrett, of Cornell University, on The Troggloditic Dwellings of Cappadocia. The paper was admirably illustrated by many slides based on photographs which Professor Sterrett himself had taken in his explorations in this little known region. He maintained that the history of cave-dwellings in Cappadocia can be traced back unbrokenly to about 2000 B.C. In this way, as well as in the fact that some of the cave-dwellings admirably illustrate the accounts of trogloditic dwellings given by Xenophon in the Anabasis, the dwellings still visible, in literally countless numbers, have much interest for the student of the Classics.

It was reported that through the performance of the musical play Galatea, noticed in a recent number of THE CLASSICAL WEEKLY, more than four hundred dollars were added to the Greek Scholarship Fund, which is now well over \$900 in all.

#### A CONCORDANCE TO HORACE<sup>1</sup>

Will you allow me through your columns to draw the attention of students of Latin to the following matter?

During the early summer, with the assistance of several friends and students, I made a complete concordance to Horace, in which the quotations accompanying the words consist of the printed metrical lines, cut out of Vollmer's text, and pasted on slips, the method employed being much the same as the one I used in making my Concordance to Wordsworth. There has been virtually no transcription, and the work as it stands is necessarily very accurate.

The question arises. Would these quotations serve the purpose, or would Latin scholars prefer some other form of reference? I should be glad to receive suggestions by letter on a point which, as a student of English, I am not for the moment prepared to decide; in fact, any counsel regarding the work would be welcome, for I am eager to produce a better record of the language of Horace than such as are already in existence—the one, for example, in Zangmeister's edition of Bentley's Horace, where the typographical arrangement is very bad. If the metrical line makes a satisfactory quotation, my slips need only to be thrown into alphabetical order and the concordance will be ready for the printer.

LANE COOPER.

<sup>1</sup>This letter, from Professor Lane Cooper, of Cornell University, appeared in The New York Evening Post on October 6 last. It seems well worth while to reprint it here.